

ABSTRACT

IMPROVING MATHEMATICAL PROBLEM SOLVING AND SELF- CONFIDENCE STUDENT OF JUNIOR HIGH SCHOOL THROUGH THE MISSOURI MATHEMATICS PROJECT (MMP) MODEL BY GEOGEBRA

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The purpose of this research was determine to knowing whether increase of ability problem solving mathematical student, self-confidence student geogebra assistant missouri mathematics project (MMP) model is better than student given conventional learning model, and a correlation between geogebra assistant missouri mathematics project (MMP) model. The research method used is quasi experiment with non equivalent control group design. The subject of this research were two classes from Class VIII students in one of the junior high schools in Sumedang City for the on selected according to spesific considerations with a sample of 64 student, including 32 students of class VIII-D as the experimental class who given treated geogebra assistant missouri mathematics project (MMP) model, and 32 students of class VIII-C as the control class who given treated conventional learning model is Cooperative Learning. The research instrument used was a mathematical problem solving ability test and a quisioner of self-confidence learning. The data collected processed using assistance software IBM SPSS17.0 for Windows. Based on the analysis of research results data, the conclusion is 1) increase of ability problem solving mathematical student given geogebra assistant missouri mathematics project (MMP) model is higher than student given conventional learning model, 2) self-confidence student geogebra assistant missouri mathematics project (MMP) model is better than student given conventional learning model, 3) there is a positive correlations between ability problem solving mathematical and self-confidence student through the geogebra assistant missouri mathematics project (MMP) model..

Keyword: Ability Problem Solving Mathematical; Self-confidence; Missouri Mathematics Project (MMP); Geogebra